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ABSTRACT

Prepared by classroom teachers in a Phoenix elementary school district, this handbook provides information for use in initiating writing practice in both the language arts and the content areas at all elementary school grade levels. The major sections of the handbook provide (1) techniques for motivating students to write; (2) activities at the prewriting, writing, and revising stages of the writing process; (3) suggestions for publishing student work; (4) tips for effective classroom management, including suggestions for setting up a classroom writing center, using time efficiently, dealing with the paper load, and evaluating student writing; (5) methods for teaching writing conventions, such as grammar and usage rules; (6) techniques for integrating writing practice into the content areas of reading, health, social studies, math, and science; and (7) suggestions for ways to keep parents informed about the writing activities of their children. Appendixes contain copies of guidelines for teaching the conventions of writing, a class writing checklist, editing symbols, a letter to parents of students in all grades and another to parents of primary grade students, a list of resources on writing, and a list of materials to read aloud to children. (FL)

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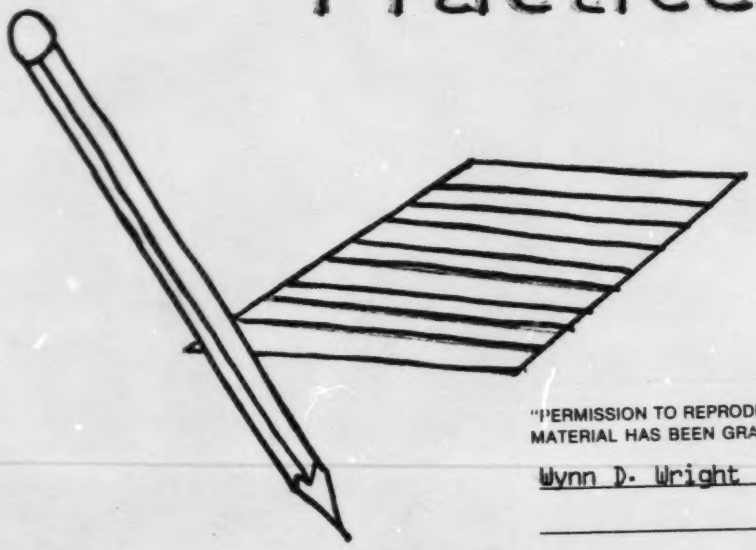
Handbook for Writing Practices



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FOREWORD

A curriculum goal for 1981-82, formulated by the Washington Board of Trustees reads:

> *"Each school shall create and implement a plan designed to improve the written communication skills of students."*

In order to implement this goal, a District Committee on Writing was convened in December, 1980, for the purpose of establishing District direction in writing. The committee was chaired by Dr. Wynn Wright, Curriculum Development Specialist, under the general direction of Dr. Theresa E. Howard, Director of Curriculum.

A Framework For Writing Practices was developed by this committee, which outlined a plan of implementation at both District and local school levels. In addition, the Committee on Writing recommended that a second publication be developed to assist classroom teachers in initiating writing activities for children.

In response to that recommendation, this Handbook of Writing Practices was written by a group of Washington District teachers - teachers of all grade levels - who have been active in the Writing Practices Institute during the 1980-81 school year. It is hoped that this handbook, coupled with inservice, will meet the objective of providing essential information needed to initiate writing practice in both language arts and content areas of instruction throughout the District.

This publication is a working draft. It awaits the addition of ideas generated in your classroom as you assist children to write and as you, the teacher, become proficient in writing.

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INTRODUCTION

It was a great pleasure for us to prepare this Handbook For Writing Practices. As teachers we have used the writing practices you will find detailed herein. We know first-hand how satisfying the process is to both children and teachers. Students will be motivated to learn; but you - the teacher - will learn also. We are even bold enough to say that this approach to composition will br ng JOY to your classroom!

Writing is a universal means of communication that brings a great sense of pride in personal achievement. It is an individual expression of thought in an enduring form. The compositions we write are enjoyed at a later reading with even more intensity than at the moment of creation. Each individual author learns the true content of his or her thought by putting it into written form.

We urge you as teachers to do the student assignments with your class. If the assignment is stimulating, difficult or trivial to students, so it will be to you! Let students see you as a writer, struggling with the thoughts that you, too, are trying to clarify.

Writing is much more than "fun projects with children." It literally can be the joiner of thought, subject matter, the language of thought, personal commitment to learning, and JOY in accomplishment!

Let us help with any problems that arise. Likely, we have met them in our own classroom.

Setting the Climate

Motivate

Stimulate

Appreciate

SETTING THE CLIMATE

From the start, the classroom climate determines the success of childrens' writing in school. Children must write in an atmosphere of comfort and trust. To create such an atmosphere, a teacher must carefully consider the following:

Acceptance - Total acceptance of the unique ideas and differences of children is a prerequisite for a positive classroom climate. An environment which allows talk about things that matter - where the contributions of each child is valued - where a child feels liked and enjoyed - is one that produces good writers and good students. This acceptance is important for children of all ages. A great responsibility lies with the teacher in creating this open, caring, trusting environment - environment where children are free to express themselves in many different ways without fear of ridicule or judgmental response.

Opportunities to Write - Children should be given many opportunities to put their thoughts in written form. Writing can be incorporated into any lesson plan. When given daily opportunities to write, children progress toward reaching their full writing potential. As in other activity, success in writing leads to more success in writing!

Purpose - Children from early grades should observe adults who use writing in functional ways. In kindergarten, teachers can point out the importance of being able to communicate in writing. Notes to the office or to parents as well as books written for learning and enjoyment should be explained as essential means of communicating in permanent form.

Throughout the grades, writing should be viewed as a functional as well as enjoyable activity. Written plans for a classroom event, thank you letters, requests for information, newsletters, suggestions for school lunch menus, recording science observations and writing journals are only a few functional uses of written language.

Writing is rooted in experience. One writes best about what one knows. Any classroom event, experience, discussion or text book can provide a focus for writing. Children should be encouraged to share out-of-school experiences as well. Fantasies and imaginings are experiences of a fictional kind.

The creation of stories and poems is based on what the author has lived, discussed, heard about or imagined. An experience analyzed by writing about that experience is more clearly understood by the author.

Children should engage in many different kinds of writing activities which are directed toward specific audiences, such as:

- .journals for themselves
- .letters to friends
- .recipes for cooking
- .stories for telling
- .poems for publication
- .slogans for events
- .captions for pictures
- .news for a class newspaper
- .etc.

Before children begin to write, discuss the form appropriate to the audience they address.

Motivation - Ideally, motivation for writing comes from within. The teacher's role in the writing process is to provide a variety of purposeful and interesting activities that will encourage self-motivation and discovery. Activities which expand listening, thinking, speaking and reading skills are essential.

Some examples are:

- Listening to well selected children's literature everyday
- Browsing through and reading books, magazines, plays, etc.
- Dramatizing stories written by others
- Listening to music and singing
- Reviewing films and filmstrips
- Looking at art
- Discussing an issue or topic
- Talking activities such as news, introductions, sharing objects, planning and evaluating, interviewing, storytelling, oral reports, making announcements, or giving directions.
- Making use of community resources
- Creating an organized writing center which features a variety of materials, motivational ideas, story-starters, and children's finished work

Appreciation - To develop as a writer, the child needs to acquire an appreciation of quality writing and fine literature.

It is the responsibility of teachers at all grade levels to expose children to various kinds of literature by reading to them on a daily basis. Selected literature should be discussed to show children the author's skill in developing particular elements of writing...theme, characterization, mood, plot, setting, style and format.

With appreciation of good literature, children must also value their own writing. This self-esteem can be enhanced by the teacher throughout the writing process by giving frequent positive feedback and dignifying the child's writing through publication, displaying and sharing.

As stated by Marjorie Frank (1979)

> *"It is doubtful that we actually teach children to write. As teachers we can only...*
> *.help children reflect on their experiences*
> *.foster an awareness of the feeling and understanding of others*
> *.provide a climate of trust and acceptance*
> *.offer the forms and tools for responses to ideas and events."*

THE 3-STEP WRITING PROCESS IS A SWEET TREAT

PREWRITING

Prewriting is one of the most, if not the most, important step in the writing process. A major portion of the writing time will be devoted to it. Writing demands thought, and thinking requires time and something to think about. Often prewriting, thought-provoking experiences are provided in the context of the ongoing curriculum. Content to be written about should be interesting and relevant to the children's interests. The steps in the prewriting process are 1) Experiencing, 2) Focusing, and 3) Making Formal Choices.

Experiencing

What kinds of experience lead to writing?

The experience might be something unusual - an idea or object - shared by a student. It might be a topic which generates strong and diverse opinions. It might be a science observation, an activity to extend a basal, a community or national event that impacts on student life, or it might be a brainstorming session. An experience which creates good writing is one that interests the author and leads to independent expression.

Inherent in experience might be one or more of the following:

Observing -

The foundation for communicating effectively is in helping children to become aware of the world around them. Language is extended by experiencing the environment through all the senses. One teacher asked the children to write up their observations of a cube of sugar.

Listening -

The ability to listen to classmates, teacher and others... needs to be developed, with the teacher being responsive and giving positive, immediate feedback. One teacher paired students and asked each to write, verbatim, if possible, the oral experience share by partner.

Speaking -

From oral expression the child's writing will flow more easily. Children need to know that what they think about, feel and say can be written down for others to read.

Reading -

Good literature is a valuable tool in promoting good language usage. Listening to oral reading, discovering new meanings in the materials, and reading independently give purpose and enrichment to writing.

Reflection -

Children need ample time to analyze and fantasize about what has been experienced. Experience is the foundation of writing. This point cannot be over-emphasized.

Focusing -

The child selects a topic. Often the audience is the motivating factor in choosing a particular topic. The skills needed are:

- Identifying what there is to write about
- Gathering information
- Analyzing information
- Limiting information

The outcome of focusing is clarification of the topic.

Making Formal Choices -

The final step in prewriting is selecting a format for composition. This process will include:

- Organizing ideas and information
- Choosing a point of view
- Determining an audience
- Determining the tone for the writing
- Selecting a form of organization

Prewriting Activities (Adapted from: A Guide to Teaching the Writing Process - Wisconsin Writing Project, University of Wisconsin, 1978.)

To invite children to experience, i.e., observe, listen, think, reflect, read, etc., the teacher must plan an event or capitalize on an event which is happening in the community or is part of the students' prior experience. It is out of these prewriting events that thought is provoked, topics are discussed, and organization of ideas for writing occurs. A 'story starter' is not enough.

Here in short form are some events (experiences) you may wish to use or adapt.

1. Any activities which encourage oral expression by children such as; sharing experience, introductions, telling news, making announcements, class discussion, oral reports, brainstorming, interviews, storytelling and class planning.

2. Reading and listening to all types of literature and print materials. (This is a required activity for young children.)

3. Personal riddles---classes might begin by developing riddles.

4. Mystery Box -- Into a box different contents are placed, and the students are given clues. They guess the contents of the box each day until someone has the correct answer.

5. Decorated Boxes or Bags -- Using magazine pictures, the children decorate boxes with pictures they choose as significant. On the outside they paste pictures of things they are willing to share with others and inside they paste pictures of things they would rather not share. These boxes can also be used for private writings the children do not wish to share with others.

6. Secret Messages-- Certain times of the day can be set aside for children to send messages to friends.

7. People Bingo--This activity will help students get to know each other's names at the beginning of the year. Each student is given a Bingo Card with blank squares. Everyone is given a certain amount of time to fill in all the squares with the names of their classmates. From a master list of all the students' names the caller says a name and those that have the name cross it out. The winner gets five in a row.

8. A simple activity which focuses on attentive listening and which may be modified for use at all grade levels is the "Blind-Walk" or "Trust Walk." All senses are blocked out except that of hearing so that the student may listen and record in the brain the impressions of what they hear. One child is blindfolded while another leads the child on an adventure. Later they record how they felt and what they heard.

9. Oral riddles and games like 20 questions involve listening - thinking skills.

10. Teaching punctuation by the rhythm of the language. As a theme is read, the students put in the punctuation appropriate to the way the reader reads it.

11. Listening to Storytelling--Stories are told, not read; children listen to the oral fluency of the language and to the style and tone of the storyteller. They then compare the story that is told with the book itself. After that, students can be invited to tell stories of their own or stories that have been handed down by relatives.

12. Have students close their eyes and listen to all the sounds around them. They then react to the sounds--describe what they hear, locate the sound, decide what is creating the sound, etc.

13. List descriptive words and see how many objects students can talk about that remind them of the word. Sample

words: skinny, tiny, droopy etc..

14. Charades - Appropriate for all grade levels to show students the importance of interchange.

15. Pantomime - Have students act out an idea while others attempt to interpret the meaning. Variation: act out more than one interpretation of the same idea.

16. Gestures - Have students portray and discuss the meanings behind everyday non-verbal messages.

17. Role Play - Have students demonstrate situation, concepts and ideas without the use of words.

18. Playing Mirror - Direct students to sit back to back and mimic each other's actions.

19. Cut a picture in half and ask students to discuss what the other half may look like. Later show the entire picture and discuss the differences between students' conceptions of the picture and the original.

20. Have each child describe the same object or setting. Read the descriptions and talk about how differently another person might view the same thing.

21. Flash picture - Ask students what they saw when the picture was flashed.

22. Senses - List different sounds, tasks, smells, and textures and categorize them.

23. Seeing Pictures - Have children close their eyes and listen to a description being read. Help them form visual images, and then ask them to draw a picture of what they saw.

24. Take an ad from a content area magazine and analyze it for audience, diction, and persuasiveness.

25. Explore the many varieties of print with students, e.g., letters, literature, reference books, picture stories, adult books and children's books, cereal-boxes, menus, etc. The list is endless.

26. Give students a general topic and have them list, in small groups, possible subtopics.

27. Take the class to the IMC/Library to locate specific resource or reference materials. There the teacher should take the class through a specific topic and show them exactly how to use the facilities available.

28. Brainstorm an idea - make a vocabulary list or to amass many different thoughts relating to a subject. Brainstorming is excellent for creating diverse thoughts for writing. It is an easy-to-learn technique that pays big dividends.

29. Take field trips, and use them to enrich the language background of the student. Discussions following trips can be centered around recalling details, sequencing, vocabulary development, imagery, extending topics or any prewriting skill that precedes a creative writing experience.

30. Invite resource people to the classroom to share their expertise on a topic.

31. Chronological Order - Have students write about themselves, using a time-line to help develop the theme in the order of its occurrence.

32. Put words in order according to size - e.g., list several words beginning with M. Put these in order from the word that means the smallest thing to the word that means the largest.

words	ordered
mouse	match
mountain	mouse
match	mule
moon	mountain
mule	moon

33. Have students write an explanation of how something works or directions on how to build something. See if someone else can follow it.

Teachers are encouraged to note the resources listed in appendix of this Handbook. There are literally thousands of ideas for writing. Knowing these will lift the "stuff" of writing from the ongoing life experience of learning in the classroom. "Outside" themes or 'story-starters' are never as successful in helping children grow as writers as the ideas which emerge naturally from the classroom. Teachers should be alert to capitalizing on these interests of children.

The Writing Practices Laboratory, developed by the Distirct, has numerous resources for examination and use.

Facing the Blank Page

WRITING

During the prewriting stage the child has been motivated, organized and given a purpose for composing. Now the child is ready with pencil in hand to FACE THE BLANK PAGE!

The struggle to discover ideas, order thoughts, select appropriate words and shape sentences to express ideas can be frustrating and painful. Although difficult, this process becomes easier with practice.

The child must be allowed to write, write, write. Stopping for correction can sink a great idea! Introduce the ideas of the rough draft. Writing is an uncertain, messy, exploring process. In the beginning stage of writing, fluency and frequency of writing are stressed over correct form.

Be flexible. Consider that not all children will compose in the same way. Writing is a very personal, individual experience.

1. Allow talking and sharing - this communication may generate more ideas
2. Give students options regarding form, lenth and topic
3. Allow children the freedom of rewriting or starting all over again
4. Not all writing projects will be followed up by revising, editing or publishing
5. Write with the students as often as possible and share these writings with them.

During the composition stage of writing, the teacher's role is to "fuel the fire" - the rest is up to the child.

Journal Writing

Writing in a journal gives children the opportunity to express themselves individually in a personal way. Journals are a traditional part of American literature. History has been recorded in journals of famous Americans. When introducing journal writing, an historical journal, or the teacher's own journal may be read.

A journal gives children an opportunity to:

- express themselves privately through writing on a daily basis
- assess, along with their teacher, what they know and may need to learn
- practice writing skills in an unthreatened manner
- clarify ideas and thoughts
- experience ownership of a product of their own effort.

Journals may be written in notebooks, file folders of paper, composition notebooks, or personally bounds books.

For young children, daily ideas for journal writing may be provided. (For example: "My Pet," "I Like...," "I Wish...," "The Best Thing About School Is"). For older children, topics can be suggested by the class or the teachers. (For example: "My Favorite Sport," "The Sports Hero of the Week," "Something I'm Looking Forward To.") Children should always be encouraged to choose their own topics.

The teacher may choose to write comments or questions on the child's journal page, or share teacher ideas. Correction of journal spelling and grammar is not recommended but some children may ask for help or encouragement in this area. All help should be positive with the highest value placed on expression of ideas. Teachers are encouraged to have a journal of their own which provides modeling for the students and enjoyment for the teachers.

A journal may be kept in any class, but one journal per child is sufficient. If journals are kept in Social Studies, don't initiate one in language arts.

Journal writing is an easy-to-initiate activity and provides satisfaction to both teacher and student. It is often one of the first writing activities.

The Teacher as a Writing Model

There is no way to over-emphasize the importance of the teacher as a model. In kindergarten if the teacher writes daily on charts while children watch, or on key word strips, taking child dictation for pictures, etc., and if s/he points out critical information, such as, starting at the top, where to begin circles, etc., it is likely a child will, through observation alone, learn correct letter formation and letter names. Teachers who practice this say kindergarten children almost never make their manuscript letters incorrectly. Later, the making of word lists, writing in journals, making corrections of teacher's first drafts on the overhead, etc., demonstrates writing, revision, editing, and writing standards. Also, as the teacher writes assignments with students, the students see that teacher values the process and goes through the same steps as children in developing a page of well written language. The teacher is always a model to children and never is that model more powerful than in the process of writing.

Writing Activities

Listed below are some ideas for composing that may be used with Children K - 8. (Prewriting experiences precedes these activities)

- Write and illustrate an advertisement for a newspaper
- Create and design an award for a classmate
- Write slogans for bumper sticker, T-shirts and billboards
- Create a bedtime story
- Write riddles
- Design cereal boxes
- Write a "bummer" (i.e., "A bummer is when your teacher calls on you you and it's the first time you haven't done your homework.")
- Write a "Book of Records" (i.e., most likely to succeed)
- Write future predictions (i.e., most likely to succeed)
- Write a letter of complaint or compliment to someone
- Write good news/bad news pattern books (i.e., The good news is - "I hit a home run": The bad news is - "I hit the ball through Mrs. Jones's Window.")
- Write and illustrate a 'rent a kid' ad
- Design a wanted poster including a ransom or reward
- Critique a T.V. movie or program

Writing Activities (Continued)

- Write a class T.V. Guide (i.e., Divide the class into seven groups, one for each day of the week. Ask each group to write a daily program schedule.)
- Write Epitaphs and Eulogies (i.e., Draw name or create characters)
- Plan a vacation and write and design a travel brochure.
- Compose jump rope rhymes
- Write personal last will and testimony
- Write original remedies
- Write a soap opera plot
- Write fortune cookie messages
- Take notes on index cards
- Keep "data sheets" on science experiments
- Letter writing (business, personal)
- Write a grocery list for a camping trip
- Compile an address book of classmates
- Write a report
- Be a journalist (i.e., writing for any part of the newspaper)
- Write campaign speeches for class offices or jobs
- Write daily schedules
- Record data in logs
- Write research papers
- Write invitations and "thank yous"
- Write cross age biographies with another grade level (i.e., 2nd and 5th grade students conduct interviews and write about each other.)
- Write a literary criticism (i.e. explore characterization, setting, plot, theme)
- Write an expository paragraph (i.e., give directions, persuade, describe, instruct.)

EVALUATING

Revising / Editing

The postwriting stage is usually reserved for work that will be published or displayed. This revising/editing stage allows the students to scrutinize their writing through sharing. Revising/editing can be done by student partners, in student groups, or during a conference with the teacher. Before pairing students, it is advisable to encourage small groups of children to observe an individual teacher-student conference. The teacher models the process for students to use when working with a partner.

The revising and editing steps should be positive, non-threatening experiences for the child. Proficiency in basic editing techniques can be developed through instruction, posters, and practice activities. An overhead projector is often useful for this work. Refer also to Appendix for standards of writing and editing symbols.

Revising/editing is a praising, questioning, and polishing process. (Praise: "What do you like about this paper?" Question: "Do you understand what I'm saying?" Polish: "What can I do to make this better?") This process continues until a finished product is achieved.

Revising

Revision precedes and is exclusive of editing. It deals with ideas, content and organization. It is the analysis of the composition. Does it meet the criteria established for the project? Is it clearly and logically presented? Is anything left out? Is the word-choice good? Is it over-long or too short: What would make it better?

Editing

Does the writing meet CUES and other external standards such as: sentence structure, punctuation, vocabulary usage, spelling, handwriting, etc.?

Suggested Steps for Students in the Revising/Editing Process (See editing Symbols, Appendix T.)

Revising:

1. Examine the rough draft privately
2. Have a partner read the writing and criticize
3. Participate in a student-teacher conference
4. Recopy or cut and paste to reorganize, if necessary

Editing Procedure

1. Correct papers in pairs or teams
2. Use student editors to check papers
3. Submit the rough draft to the teacher for final corrections

Publishing the Joy of Sharing

PUBLISHING

Some writing is private and not intended for publication. Journals would fall into this category as would other practice writings. Selected writing deserves to be dignified and shared with an audience. Children need the opportunity to choose their best efforts for publication.

Sharing emphasizes the importance of the writer and builds self-esteem. Sharing also motivates students to put their best efforts into the composing and revising/editing processes.

It is the role of the teacher to provide many ways of sharing finished work. Students enjoy choosing, from numerous options, styles which fit their individual topics and personalities. (See the cover sheet of this section.)

Other ways of publication:

Read it to others:

- . custodian
- . librarian
- . other classes
- . big kids
- . little kids
- . secretary
- . nurse
- . principal
- . cooks
- . parents

- etch it in clay
- hang it from the ceiling
- roll it up into a scroll and give it to someone special
- record it on tape
- put it on your dad's plate at supper
- write it on the sidewalk in chalk.
- publish it in the class or school newspaper
- change it into drama and put on a play
- memorize it and recite it to your grandparents
- decorate a can with it
- find or produce a piece of art to match the theme of your work
- contribute to a class book
- ditto copies for others
- bind it in a book

Workshops in simple book-making will be available. The librarian may be able to show you ways to make more permanent bindings. A young author's collection may be added to the library.

Effective Classroom Management

ORGANIZATION FOR AN EFFECTIVE CLASSROOM

PHYSICAL SETTING FOR THE WRITING PROCESS

An effective classroom evolves out of the ongoing learning process. It exhibits an appreciation of writing and motivates student expression through writing. The classroom should be an ever-changing environment that constantly stimulates the students' senses. A room should be an inviting place with colorful posters, cushions on the floor, creative bulletin boards, and most importantly, a profusion of student work attractively displayed. Providing such a classroom is not easy but is worth the effort in teacher/student enjoyment. Students in <u>every</u> grade deserve teachers who maintain an attractive, colorful classroom.

A permanent writing production center is a vital asset to the writing environment. Create an author's nook, editor's desk, writer's hideaway (or whatever the students wish to call it).

- set up behind a screen or bookcase...any comfortable place to sit and think
- equip with a writer's desk, plenty of storage space, and a bulletin board for sharing
- add an assortment of motivational devices, quickie writing activities, and ideas ready for use by classroom writers
- provide an organized selection of supplies, easily accessible to the student

A Writing Center Could Include:

- dictionaries, thesaurus, reference materials
- typewriters, tape recorders
- sample formats (poetry patterns, letter writing styles, advertisements)
- charts of editing and proof-reading symbols (see Appendix)
- lots of old magazines and newspapers
- lots of:

  <u>paper</u> - lined, unlined, colored, newsprint, construction, butcher paper, carbon paper, file cards, graph paper, etc.

  <u>writing aides</u> - crayons, markers, pencils, pens, chalk, paints, rulers, etc.

In some classrooms, writing space and production space might be separated.

TIME MANAGEMENT

Perhaps the most difficult aspect of teaching writing is time. Where do we find the time? We make the time. Not all students will become prize winning writers, but all students deserve a chance to become competent writers. To give them this chance, teachers must provide time for the composing process. Remember - writing is time-consuming. Give students enough time to do it. Teachers might work together with one teacher providing prewriting experiences and the other concentrating on the writing process.

A major problem of time management when students write is the different lengths of time needed for students to complete the task. Students might participate as a total class in chart writing, song writing, or poetry composing for a specific lenth of time. Individual writing activities can occur in a center or during open working time while other activities are going on in the classroom. For younger children, parent aides can be very helpful with writing activities and in supervision of other ongoing activities in the classroom. Older students should be motivated to engage in purposeful and productive writing activities and allowed to write. When a student competes the core assignment, time extending activities might include:

- sharing other students' completed works
- reading other students' works to begin the editing process
- writing in their journals
- working on writing in progress from their working folders
- choosing appropriate activities found in the writing center

(a small number of these might be required or extra credit provided to encourage students to utilize these activities.)

Another question of time management is deciding how much time to schedule for each assignment. Since there are many types of writing assignments that require only a few minutes to complete (signs, bumper stickers, ads, lists, titles), it is very possible and highly desireable that a teacher have students write every day. However, for longer assignments, teachers must remember to allot time for the entire writing process - from prewriting through the production of the final product, including time to think before writing. The whole process may include more than one time block or may continue for several days. When in doubt, the teacher should try the assignment in advance.

WRITING IS AN ONGOING, ON-GROWING EXPERIENCE. GIVE IT TIME TO HAPPEN

MANAGING WRITING PRODUCTS

If a teacher has students write on a regular basis (preferably every day), a method of organizing these writings so that they can be utilized by both student and teacher, is needed. A convenient and easily accessible system can be devised using manila folders.

Student Evaluation Folders

One part of the system will include a class set of student evaluation folders which is kept by the teacher for instruction and evaluation.

The teacher might use this folder:

- as a conference tool with both the parents and students
- as a guide to CUES skills
- for grouping to common needs
- to assess student's ongoing writing growth through the school year

In these folders are:

- selected writings and finished products (dated for future comparison)
- a composition check sheet including CUES skills for evaluation of writing skill progress (see Appendix I)
- notations of student strengths and weakness in the writing area

Student Working Folders:

Another part of the system consists of the students' working folders. These should be kept together in the classroom readily available to students.

In these folders are:

- first drafts
- work in progress (unfinished stories, research work, etc.)
- word lists
- phrase and idea lists
- working dictionary (words taken from students' own writing)

EVALUATION OF STUDENT WRITING

When evaluating student writing it is helpful to remember that children do make progress in writing by writing frequently and receiving positive feedback. Teacher should point out to student the areas in which progress is occurring. Rejoice in progress - don't revel in correction - particularly in the beginning.

Evaluation (continued)

Students will progress in revising and editing their own work before seeking assistance from others. Teachers have many alternatives to "red-pencil" evaluation. Some alternatives are:

- use of selected writings from the folders to evaluate long term growth
- use of final products from folders to evaluate penmanship competency
- use of student editing to evaluate first drafts
- conferencing with individual or small groups of students to strengthen their specific writing skills
- drawing from student samples to teach conventions or common errors (put rough drafts on overhead, xerox examples from student paper for class examination, etc.)
- providing students with clues to the errors they need to correct (example: "You have two spelling errors in paragraph one")
- selecting competent students to act as class editors
- placing teacher suggestions on tape, if individual conference time is available
- grading a paper for only one or two particular skills - (spelling, complete sentences, etc.)
- allowing the student to select one paper out of a set for teacher evaluation
- giving a grade or points for making an effort or for completing the assignment, rather than grading for specifics
- holistic evaluation (a process that requires training)

It must be emphasized that teacher editing should be the last step in the editing process. The teacher should not red pencil errors unless the student is expected to revise and rewrite. However, a teacher may choose to send home only those papers which have been revised, rewritten or published. No matter what forms of evaluation a teacher may elect to use, the focus should always be aimed at encouraging students to grow in writing competence, to build positive self-concept, and to set the expectation that they can become competent writers.

Teaching the Conventions

TEACHING THE CONVENTIONS

The skills of writing are embodied in the CUES objectives and in the Written Communication Scope and Sequence. As students write, the teacher will have available many examples of individual and group writing. The teacher may then choose any relevant CUES skill to teach or emphasize.

Activities that can be used to provide the teacher with the needed piece of writing from which to teach are numerous, such as; individual child dictation to teacher, chart or chalkboard group stories, children's individual stories, expository writing, journals and original books.

The following points should be of importance to the teacher in relating the writing program to CUES:

1) The writing is completed before the CUES skill is chosen. No writing is done with a specific skill in mind but rather the skill or need for the skill emerges from the writing process.

2) Any skill that a child needs in writing can be taught individually or in small groups - at the time of need. Teacher may refer to State adopted books for skill instruction sequences, and suggestions for reinforcement.

3) Evaluation of a set of student writing reveals specific areas which require individual or small group teaching. A suggested way to do this is to develop a class writing skills checklist with student names down the lefthand side of a page; common writing skills or CUES skills such as capitalization, punctuation, parts of speech, etc., across the top; with room for teacher comments. Take a whole class set of student compositions. As each composition is read, the skills that each student needs to know or needs to have reviewed are checked. Skill grouping will be plainly visible by noting the checks. (See Appendix I for sample check list)

4) A copy of an individual child's CUES may be kept in an written communication folder.

5) Appropriate CUES checking or testing may take place at the discretion of the teacher.

The current Washington District adoption for penmanship is Zaner-Bloser. Teachers should refer to the text for correct forming and spacing of letters. Teacher chart writing provides modeling of letter formation for younger children, as earlier explained.

Quality penmanship can be encouraged through the following writing activities:

1) letters
2) invitations
3) books
4) charts
5) posters
6) notes

Children should begin to understand that legibility, clarity and good form are required in polished writing.

Integrating Writing into the Content Areas

INTEGRATING WRITING INTO CONTENT AREAS

Teachers can find writing opportunities in all areas of curriculum. After all, poetry and prose are created out of life's experiences. Therefore, science, history, social interaction, art, math, health, and all other areas of study are the life experiences which stimulate impressions and responses that can be expressed in writing.

Writing can be a most effective way of correlating the content areas and making learning concrete. As teachers, we realize that thinking and doing cannot be separated from writing. What better tools do we have to work through than music, art, literature, social studies, poetry and science? The goal is to teach the student as a total individual, using all his in-school and out-of-school experiences and language abilities.

All steps of writing involves:

- pupil interest and motivation
- relevancy of ideas
- time scheduling
- teaching the standards of English

The more children write, the more fully functioning they become in all areas of curriculum. Here are some suggestions as to ways of teaching writing in various content areas:

READING

Fantasy - Appreciating Literature for its Imaginative Quality

Prewriting - Read examples of fiction together such as Paul Bunyon and Tom Thumb. Decide elements that make them good samples of fantasy. Stress the importance of developing the uniqueness of the character. The plot and setting should allow the character to display his special qualities. Brainstorm an adjective word list describing characters of fantasy.

Assignments - Students will invent a fantasy character, and write a story describing a typical day in that character's life.

Reading (continued)

Writing - Develop the character. Structure the plot and setting to suit the character. Write the adventure in first person. Or, do any one of these.

Revising/Editing - Read aloud to a friend. Have the friend comment on vividness, clarity, organization and mechanics. Confer with teacher.

Publishing - Rewrite, illustrate, and organize as a picture storybook.

Creative Extras

1. Make an adjective mobile to describe character
2. Make a diorama of character in his natural setting
3. Make a poster of your character.

HEALTH

Explaining and Writing About the Human Body.

Prewriting - Make a word list of parts and systems of the human body, i.e., digestive system, circulation system, etc. Discuss what the students already know about the human body.

Assignment - Divide into committees to research the various systems and organs of the body. Have students research their topic and make notes.

Writing - Meet with each group to discuss any problems, questions. Have students write a report on their system or organ.

Revising/Editing - Have students work in pairs and exchange papers to revise and edit. Students then rewrite reports in best penmanship.

Publishing - Make a class body systems book. Illustrate.

Creative Extras

1. Write a conversation between you and your body or one part of your body.

2. Write a letter from your body or any one part of your body - your injured toe - your straight teeth, etc.

3. As a class, write a maintenance manual for "body" owners.

SOCIAL STUDIES

Presenting Information About the United States in Travel Folder Form.

Prewriting - Have students choose a state they would like to learn more about. (Where they or their parents vacationed, perhaps.) List a set of criteria having students agree on what information they want to learn about, i.e.: climate, wildlife, main products, population, size, recreation, interesting and historic sites, flag, flower, bird, seal.

Assignment - Use reference skills to gather information on index cards. Collect pictures from magazines. Make maps and drawings.

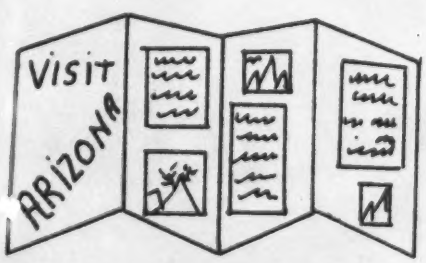
Writing - After collecting data and pictures, write a rough draft making space for pictures, maps, etc.

Revising/Editing - Students work in editing pairs to check for clarity of expression and grammar. Confer with teacher.

Publishing - Final draft is in travel folder form. (Glue written work, magazine pictures, and drawings on accordion folded construction paper.)

Creative Extras:

Plan a neat vacation in your state. Write it up - including a map.



SCIENCE

End-of-Unit Activity - Summarizing and Reviewing Concepts

Prewriting - Discuss concepts that were emphasiz d in a recent unit of study, such as "Weather." Work with the class, as a whole, to make lists of concepts and facts.

For example:

Air - moves objects
has no particular odor
is an invisible gas
is tasteless
essential for life

Assignment - Ask students to work alone, or in small groups, to write and publish a picture/story book on one concept from the unit.

Writing - Steps for students to follow:

1. Choose a topic
2. List 6-10 facts about the topic and state them in sentences
3. Make a dummy book. (use strips of butcher paper to make accordion books, any size.) Use one statement of fact per page and illustrate.

Revising/Editing - Share with someone (for suggestions)
Edit (Conference with teacher to check ideas, mechanics, format.)

Publishing - Make final copy of book and bind.

MATH

Writing Story Prolems

Prewriting - Place various objects on a table, such as, candy bars, books, models, etc. - anything that could have a price affixed to it.

Assignment - After examining the materials on the table, the student will write story problems.

Writing - Students write the story problems using a setting, characters and a "problem" that requires solving, e.g. Joey could hardly wait to get to the sporting goods store. He had received $10.00 for his birthday, and planned to buy swim fins for $6.99, tax included. How much money would Joey have left after his purchase? (Older children would write more sophisticated problems. They might also write problems for younger children to solve.)

Revising/Editing - Students exchange story problems and in teams, they work out the problems, not only to derive an answer, but for clarity and organization of the printed problem.

Publishing - Student activity cards may be produced for center use.

MORE IDEAS

Adapted From

If Your Trying to Teach Kids How To Write, You've Gotta Have This Book! by Marjorie Frank (See Appendix III)

I. SOCIAL STUDIES

1. Write announcements for events that happened in the past.
2. Keep a values notebook - composed of pictures that represent values which you hold. For each picture, write an explanation of how that picture shows that value.
3. Develop a Flag, Seal, Symbol, Pledge or National Anthem for a new country.
4. Write a Protect-Your-Environment Handbook for children, telling ways that young people can contribute to the preservation of resources.

II. MATH

1. Write a speech that will convince someone to love math.
2. Write imaginative word problems for other people to solve. Use the names of your classmates in the problems.
3. Make a 'No-Number' booklet telling what the world would be like without numbers.
4. Compile your own math dictionary that has clear definitions of the math terms you use.

III. SCIENCE

1. Write a schedule for the care and feeding of the classroom pet (or your pet at home.)
2. Write superstitions. Then explain scientifically why they can't be true.
3. Keep data sheet - careful records and notes on any science experiment. Write an hypothesis before you begin and a summary when you finish.
4. Make a directory of plants, land forms, birds, arachnids or reptiles. Draw 15 or more of each, label and write distinguishing characteristics.

More Ideas (continued)

IV. HEALTH

1. Make a recipe and menu book giving menus for well-balanced meals for a family.

2. Write a tribute to your teeth or hair or vocal chords or muscles.

3. Write a tongue twister about tongues or tendons.

4. Compile a booklet of first aid procedures for a school, a home, or a camping trip.

Keeping Parents Informed

KEEPING PARENTS INFORMED

To have a truly successful writing program, it is helpful to have parent support and involvement. The joy of writing is enhanced when the enthusiasm for the child's work is carried from school into the home. This can best be accomplished when parents are informed of writing philosophy and expectations. A sample letter to parents has been included in Appendix II. Until parents have received an explanation of how children are learning to write in the classroom, it is advisable not to send uncorrected work home. Parents' experience in school may have been quite different and they may pinpoint grammatical or spelling errors and overlook the creative process.

We suggest the following ways of keeping parents up-to-date on the writing activities of the class:

1. Periodic teacher newsletter explaining current teaching emphasis in writing; i.e., grammar, punctuation and creative thinking skills. A calendar of topics to be studied for the month may also be sent home.

2. If journals are kept, children may choose an entry from their journal to be published for parents to read.

3. A class newsletter dictated or written by the children may be sent home periodically.

4. A class publication with contributions from each student may be sent home as a culminating activity after a unit of study and/or at the end of the year.

5. Invite parents to a class Author's Day where children display and read their favorite writing efforts and publications.

6. Share ideas parents can do with their children at home to reinforce writing; i.e., co-authoring simple books, going to the public library, reading poetry and other literature and writing letters to relatives.

7. Suggest that parents buy an appropriate dictionary and thesaurus.

8. Let parents know that a child needs a place to work as well as supplies at home -

   - a desk or table
   - crayons and markers
   - pencils and erasers
   - paint set
   - construction paper
   - writing paper
   - children's scissors
   - plain drawing paper
   - glue and/or paste
   - ruler
   - junk box (household odds and ends)

9. Encourage children to bring their writings from home to place in a "Home Writing Box" at school. Each child will have a folder in the decorated box. The children may share their home writings with the class or a student may read from the box during free time.

10. Children can write their own field trip permission slips for the parents to sign. This may include the purpose of the trip and any needed supplies.

Appendices

APPENDIX I

TEACHING CONVENTIONS

. Guidelines and Standards

. Class Writing Checklist

. Editing Symbols

GUIDLINES AND STANDARDS

Student writing may be read by the teacher to note types of mechanical errors for future instruction. However, the revised and edited assignments should be formally evaluated on a regular basis. Teachers should consult the District Scope and Sequence for Written Communication and CUES, to determine specific skills to be taught. The following standards also apply:

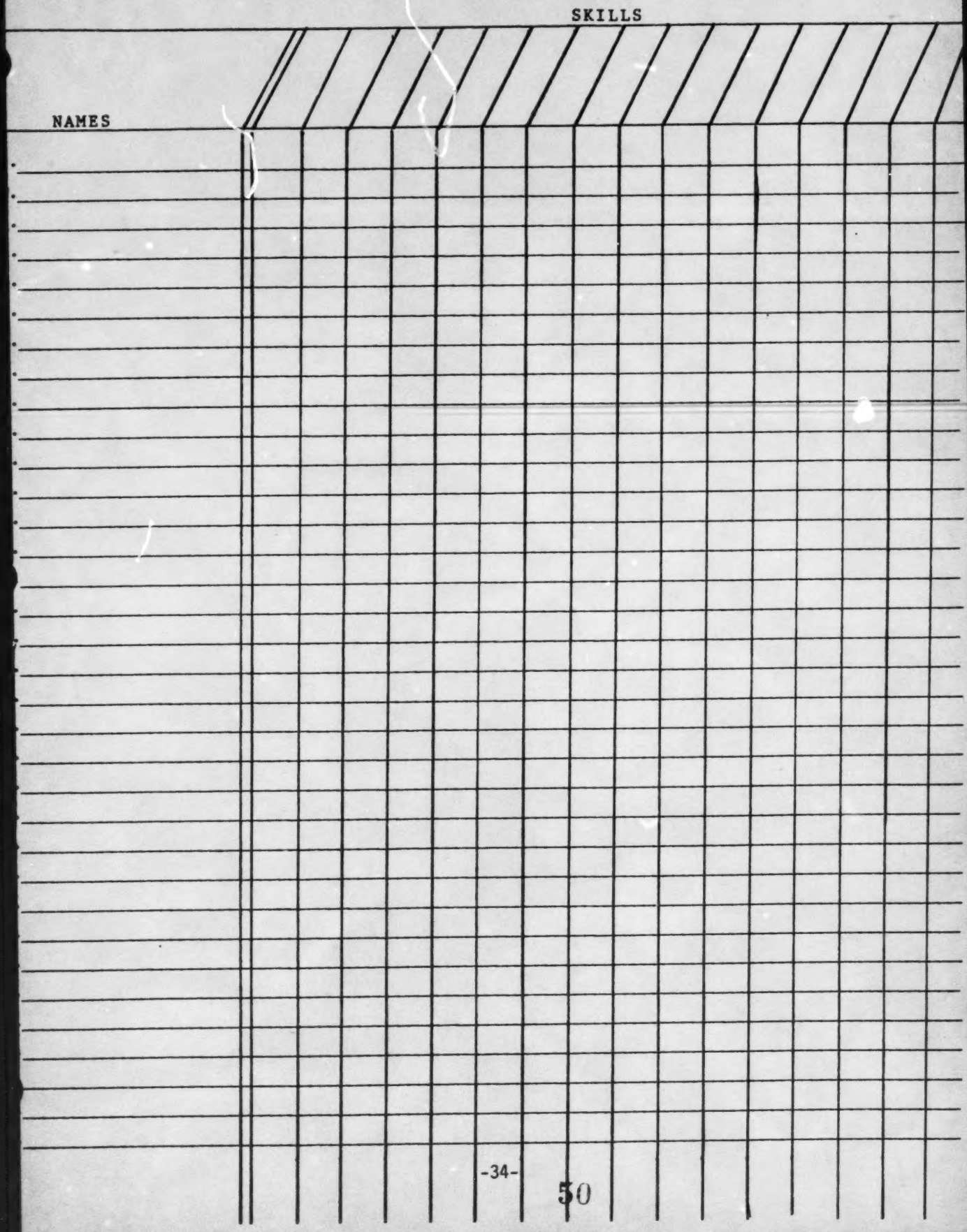
PRIMARY

1. Handwriting is legible.
2. Capitalization is accurate.
3. Punctuation is appropriate.
4. Complete sentences are used.
5. Content represents thought and effort.

INTERMEDIATE AND JUNIOR HIGH

1. Handwriting is legible.
2. Paper is neat, with no crossouts or erasures.
3. Margins are provided.
4. Capitalization is accurate.
5. Punctuation is appropriate.
6. Run-on-sentences are eliminated.
7. Complete sentences are used.
8. Subject and verb agree.
9. Antecedents are clear.
10. Each paragraph is indented.
11. Paragraphs are organized in a logical sequence.
12. Each paragraph makes one point.
13. Words are spelled correctly.
14. There is a good ending.
15. The length of the assignment is appropriate.
16. Form and content are appropriate to the audience addressed.

CLASS WRITING SKILLS CHECKLIST



EDITING SYMBOLS

	Indent
	Begin new paragraph here
	Do not begin new paragraph here
	Misspelling
there ~~there~~	Omit
	Word or words have been omitted that should be there
christmas	Letter should be capitalized
(over the bridge.)	Incomplete sentence
	This sentence or passage is nonsense
saw I ~~seen~~	Incorrect usage crossed out - correct usage written above
	Margin
	Punctuation omitted
	Unnecessary word, punctuation, or capitalization
in to	One word
	Fill in the lines (paragraph form)
	Insert quotation mark

APPENDIX II

INFORMING PARENTS

SUGGESTED LETTER TO PARENTS AT ALL GRADE LEVELS

Dear Parents:

There has been local and national concern for more emphasis to be placed upon students' ability to write well. Special attention is being focused on written communication in our classroom.

Your child will be writing frequently, however, much of the work will be kept in a folder at school, for revision, evaluation, and publication.

Please be assured that the English conventions of grammar, punctuation and usage will be incorporated in our writing program.

Reports of your child's progress will be communicated at conference time. If you have any questions please feel free to get in touch with me.

Thank you for you cooperation.

Sincerely,

SUGGESTED LETTER TO PARENTS OF PRIMARY AGE STUDENTS: THINGS TO DO AT HOME TO REINFORCE WRITING.

Dear Parents:

At school, each child has the opportunity to author several books throughout the year. You can help your child value writing by making books at home, too. They may be as simple as pictures pasted on paper and stapled together.

Some ideas are:

1. A book about your child - special things that only you may know.

   THIS IS BOB

   HE LIKES POCKETS. IN HIS POCKETS

   YOU WILL FIND...

2. Alphabet books. Choose a letter and, together, find pictures from magazines that begin with the letter. Glue them in a book and write the word or sentence for each one. Share the book together.
3. Coauthor a book with your child. One of you can make the pictures, the other, write the story. Read it together.
4. Poetry books. Copy poems or sayings you and your child enjoy. Illustrate and memorize favorites.
5. Collect "treasures" and souvenirs from a writing or trip. Compile a scrapbook and write about the trip.
6. Make an album. Use a purchased album with acetate sheet covers.

Happy Writing!

Sincerely,

APPENDIX III

- RESOURCES FOR WRITING BOOKS AND ARTICLES FOR THE TEACHER
- READ-ALOUD BIBLIOGRAPHY

BOOKS AND ARTICLES FOR TEACHERS

Best Books for Beginning Teachers of Writing

Allen, Roach Van and Claryce. Language Experience Activities. Boston: Houghton Mifflin Company, 1976.

Allen, Roach Van and Claryce. Language Experience Activities in Early Childhood. Chicago: Encyclopedia Britannica Press, 1969.

Forte, Imogene. Kids' Stuff Reading and Language Experiences, Intermediate/Junior High. Nashville, Tennesee: Incentive Publications, 1973.

Frank, Marjorie. If You're Trying to Teach Kids How to Write, You've Gotta Have This Book! Nashville, Tennessee: Incentive Publications, 1979.

Other Good Resources:

Cantwell, A. and Polon, L. Write Up a Storm: Creative Writing Ideas and Activities for the Middle Grades. Santa Monica, California: Goodyear Publishing Company, Inc., 1979.

Clay, M. What Did I Write? Auckland, New Zealand: Heinemann Educational Books, LTD., 1975

Gaston, V.B. and Shoemaker, K. Listen to the Children. Los Angeles, California: IMED, 1973.

Graves, D. "What Children Show Us About Revision." Language Arts. 56: 3: 312-319, 1979b.

Hanson, M. Sources. Lakeside, California: Interact, 1978.

Larson, R.L. Children and Writing in the Elementary School. New York: Oxford University Press, Inc., 1975.

Moffett, J. and Wagner, B. Student-Centered Language Arts and Reading, K-13. New York: Houghton-Mifflin, 1976.

Murray, E. Improving Children's Writing. Ginn & Co., 1981.

Smelstor, M. (editor) A Guide to Teaching the Writing Process From Pre-Writing to Editing. Wisconsin Writing Project, University of Wisconsin, Madison, September - 1978.

Smith, F. Comprehension and Learning. New York: Holt, Rinehart and Winston, 1975.

Wright, W. (editor) Thinking Skills for Primary Children. Phoenix, Arizona: Washington Elementary District No. 6, 1978-79.

For any other materials or books needed, feel free to visit the Writing Practices Laboratory, Room 5B - Roadrunner or use the Washington District Curriculum Library at the District Administrative Center.

READ-ALOUD BIBLIOGRAPHY

The following is a sampling of selected books which are good for reading aloud - an imperative part of the writing program. The list is divided by Primary and Intermediate but remember that at times a primary book can be a success in intermediate or upper grades and may be used to examine characterization, theme and plot. Also, younger children often enjoy books which have been traditionally used for upper grades.

READING ALOUD WITH CHILDREN

A Bibliography

PRIMARY

Adams, Ruth. Mr. Picklepaw's Popcorn. Lothrop, Lee & Shepard, 1965. (Fanciful humor)

Anderson, Lonzo. Ponies of Mykillengi. Scribner, 1966. (Realism, Foreign setting)

Armstrong, Gerry. The Magic Bagpipe. A. Whitman, 1964. (Folk Tale, Foreign Set.)

Balian, Lorna. Humbug Witch. Abingdon, 1965. (Halloween story)

Baum, L. Frank. The Wonderful Wizard of Oz. Dover Pub. 1960, pb. (Fantasy)

Baylor, Byrd. Coyote Cry. Lothrop, 1972. (Realistic animal story)

Baylor, Byrd. When Clay Sings. Scribner, 1972. (Informational book)

Beatty, Jerome. Matthew Looney's Voyage to the Earth. Scott, W.R., 1961 (Fantasy)

Bemelmans, Ludwig. Madeline's Rescue. Viking, 1953. (Foreign Setting, humor)

Benchley, Nathaniel. Feldman Fieldmouse: a Fable. Harper & Row, 1971. (Fantasy)

Bishop, Claire Huchet. The Five Chinese Brothers. Coward-McCann, 1938. (Folktale)

Burton, Virginia Lee. Mike Mulligan and His Steam Shovel. Houghton, 1939. Machine personified)

Caudill, Rebecca. Did You Carry the Flag Today, Charley? Holt, Rinehart, and Winston, 1966. (realism; humor)

Chittum, Ida. Farmer Hoo and the Baboons. Delacorte, 1971. (Fanciful, humor)

Daugherty, James. Andy and the Lion. Viking, 1938. (Humorous and fanciful)

DeLage, Ida. Weeny Witch. Garrard, 1968. (Halloween story)

DeRegniers, Beatrice. May I Bring a Friend? Atheneum, 1964. (Humorous nonsense)

Devlin, Wende. Old Black Witch! Parents' Mag. Press, 1963. (Halloween story)

DuBois, William Pene. Lion. Viking, 1956. (Fantasy)

Duvoisin, Roger. Petunia. Knopf, 1950 (Humorous nonsense)

Fisher, Aileen. Sing, Little Mouse! Crowell, 1969. (Animal story in verse)

Flack, Marjorie. Story About Ping. Viking, 1933. (Animals, Foreign setting)

Freeman, Don. Corduroy. Viking, 1968. (Fanciful story)

Gag, Wanda. Millions of Cats. Coward-McCann, 1928. (Humor, nonsense, animals)

Graham, Margaret Bloy. Be Nice to Spiders. Harper & Row, 1967. (Animal story)

Haley, Gail E. A Story, A Story. Athenmeum, 1970. (Folk tale, Foreign setting)

Kahl, Virginia. The Duchess Bakes a Cake. Scribner, 1955. (Nonsense in verse)

Keats, Ezra Jack. The Snowy Day. Viking, 1962. (Weather & Seasons)

Krasilovsky, Phyllis, The Cow Who Fell in the Canal. Doubleday, 1957. (Foreign setting, homor)

Krasilovsky, Phyllis. The Man Who Didn't Wash His Dishes. Doubleday, 1950.(Humor)

Lamorisse, Albert. The Red Balloon. Doubleday, 1956. (Foreign setting, fantasy)

Leaf, Munro. Wee Gillis. Viking, 1938. (Humor, Foreign setting)

McCloskey, Robert. Burt Dow, Deep-Water Man. Viking, 1963. (Tall Tale)

McCloskey, Robert. Lentil. Viking, 1940 (Humor)

McCloskey, Robert. Make Way for Ducklings. Viking, 1941. (Animal story)

Mosel, Arlene. The Funny Little Woman. Dutton, 197?. (Folk Tale)

Mowat, Farley. Owls in the Family. Little, Brown, 1961. (Humorous animal story)

Ness, Evaline. Josefina February. Scribner, 1963. (Realism Foreign setting)

Ness, Evaline. Sam, Bangs & Moonshine. Holt, Rinehart & Winston, 1966. (Realism)

Ness, Evaline. Tom Tit Tot. Scribner, 1965. (Folk Tale-version of Rumpelstiltskin)

Politi, Leo. Rosa. Scribner, 1963. (Christmas story, set in Foreign local)

Raskin, Ellen. Spectables. Atheneum, 1968. (Humor: also a "problem" book)

Rey, H.A. Curious George. Houghton, 1941. (Fanciful animal story)

Robbins, Ruth. Baboushka and the Three Kings. Parnassus Press, 1960. (Christmas)

Rosenthal, Jules. Alice the Cat Who Was Hounded. Whitman, 1965. (Animal story)

Schweitzer, Byrd Baylor. Amigo. Macmillan, 1963. (Animal story in verse)

Schweitzer, Byrd Baylor. One Small Blue Bead. Macmillan, 1965. (Historical-in-verse)

Seuss, Dr. Horton Hatches the Egg. Random House, 1940. (Fanciful animal story)

Slobodkina, Esphyr. Caps for Sale. Scott, W.R., 1947. (Humor)

Steig, William. Sylvester and the Magic Pebble. Simon & Schuster, 1969. (Fanciful animal story)

Tresselt, Alvin. The Mitten. Lothrop, Lee & Shepard, 1964. (Folk Tale)

Waber, Bernard. Just Like Abraham Lincoln. Houghton, 1964. (Biographical)

Waber, Bernard. Lyle, Lyle, Crocodile. Houghton, 1965. (Fantasy)

Ward, Lynd. The Biggest Bear. Houghton, 1952. (Realistic animal story)

White, E.B. Charlotte's Web. Harper & Row, 1952. (Fantasy; animal story)

White, E.B. Trumpet of the Swan. Harper & Row, 1970. (Fantasy; animal story)

Yashima, Taro. Crow Boy. Viking, 1955. (Realism, Foreign setting)

Zion, Gene. Harry the Dirty Dog. Harper & Row, 1956. (Humorous animal story)

READING ALOUD WITH CHILDREN

A Bibliography

INTERMEDIATE

Atwater, Richard T. Mr. Popper's Penguins. Little, 1938. (Humor)

Boston, L.M. Children of Green Knowe. Harcourt, 1955. (Fantasy, Foreign Setting)

Burnford, Sheila. The Incredible Journey. Little, 1961. (Animal Story, Realistic)

Carlson, Natalie Savage. Ann Aurelia and Dorothy. Harper & Row, 1968. (Realism, Humor)

Clearly, Beverly. The Mouse and the Motorcycle. Morrow, 1965. (Fantasy, Humor)

Clearly, Beverly. Runaway Ralph. sequel, Morrow, 1970. (Fantasy, Humor, Animal Story)

Dahl, Roald. Charlie and the Chocolate Factory. Knopf, 1964. (Humorous Fantasy)

Dahl, Roald. Charlie and the Great Glass Elevator. Knopf, 1972. (Fantasy, Homor)

Daringer, Helen F. Adopted Jane. Harcourt, Brace & World, 1947. (Realism, Historic)

DeJong, Meindert. The House of Sixty Fathers. Harper & Row, 1956. (Realism, Foreign Setting)

DuBois, William Pene. Twenty-One Balloons. Viking, 1947. (Fantasy)

Fitzhugh, Louise. Harriet the Spy. Harper & Row, 1964. (Realistic Fiction)

Fleming, Ian. Chitty-Chitt-Bang-Bang, the Magical Car. Random House, 1964. (Fantasy, Adventure, Mystery)

Gipson, Fred. Old Yeller. Harper, 1956. (Historical, Animal Story)

Henry, Marguerite. King of the Wind. Rand McNally, 1948. (Biog. Animal Story)

Konigsburg, E.L. From the Mixed-up Files of Mrs. Basil E. Frankweiler. Atheneum, 1967. (Realism, Humor)

Konigsburg, E.L. Jennifer, Hecate, Macbeth, William McKinley, and Me, Elizabeth. Antheneum, 1967. (Realism, Witchcraft)

Krumgold, Joseph. ...and Now Miguel. Crowell, 1953. (Realism)

L'Engle, Madeleine. A Wrinkle in Time. Farrar, Straus, 1962. (Science Fiction)

Lewis, C.S. The Lion, the Witch and the Wardrobe. Macmillan, 1950 (Fantasy)

Lindgren, Astrid. Pippi Longstocking. Viking, 1963. (Humor, Fantasy)

McCloskey, Robert. Homer Price, Viking, 1943. (Humor)

Meyer, Franklyn E. Me and Caleb. Folett, 1962. (Adventure, Humor)

O'Dell, Scott. Island of the Blue Dolphins. Houghton, 1960 (Historical Fiction)

O'Dell, Scott, Sing Down the Moon. Houghton Mifflin, 1970. (Historical Fiction)

Rawls, Wilson. Where the Red Fern Grows. Doubleday, 1961. (Animal Story)

Rockwell, Thomas. How to Eat Fried Worms. Watts, 1973. (Humor)

Rodgers, Mary. Freaky Friday. Harper & Row, 1972. (Fantasy, Humor)

Sperry, Armstrong. Call It Courage. Macmillan, 1940. (Adventure, Legend)

Stewart, Mary. The Little Broomstick. Morrow, 1972. (Fantasy)

Tolkien, J.R.R. The Hobbit; or There and Back Again. Houghton, 1966. (Fantasy)

Wagner, Jane. J. T. Photos by Gordon Parks, Jr. Dell pb. 1969. (REalism)

White, Robb. The Lion's Paw. Doubleday, 1946. (Adventure, Mystery)

Wilder, Laura Ingalls. Harper, new edition 1953. (Historical Fiction)

Little House in the Big Woods
Little House on the Prairie
On the Banks of Plum Creek
By the Shores of Silver Lake
The Long Winter
Little Town on the Prairie
These Happy Golden Years

Wilson, Hazel. His Indian Brother. Abingdon, 1955. (Historical Fic., Adventure)
also pub. in paperback by Scholastic under title Trial by Danger.

Any well-written children's book - even picture books - will be interesting to the mature reader. Plan to use good, short books for younger children for older youth to analyze for theme, plot, word usage, beginnings, endings, character development and the like. Many picture books lend themselves to this purpose. Sylvester and the Magic Pebble, by William Steig.